

## **Assessment of Knowledge: Social Aspects of Communication**

1. Describe (1-2 pages) key pragmatic developments that commonly occur in school-aged children, aged 5-10 years, with respect to each of the following:
  - a. language functions/speech acts (e.g., requests, expository language)
  - b. conversational discourse (e.g., turn-taking, topic initiation/maintenance, conversational repairs)
  - c. narratives (organizational structure, cohesion, referencing) **(IV.B.1)**
2. Discuss (1-2 paragraphs) some of the age-related changes that occur in the conversational discourse (e.g., topic maintenance, verbal/non-verbal acknowledgments) and language use (e.g., persuasion and negotiation, speaking styles/registers) skills of adolescents aged 11-18 years. **(IV.B.1)**
3. Describe (1-2 pages) some of the cross-cultural differences that can exist among children from diverse cultural and linguistic backgrounds with cited examples from at least 2-3 different cultural-linguistic groups for each of the following: a) conversational discourse, and b) narratives **(IV.B.2)**.
4. Discuss (1-2 paragraphs) some of the ways in which cognitive and/or neurological impairment associated with acquired brain injury can potentially impact on conversational discourse skills in children and/or adults **(IV.C.1)**.
5. Discuss (2-3 paragraphs) some of the social communication characteristics/difficulties that one might see in children with autism spectrum disorders as defined by current DSM V criteria. **(IV.C.1)**
6. Describe (2-3 pages) how one might use a multi-modal approach to improving the communicative effectiveness and conversational interactions with individuals using AAC devices and strategies. What are some of the conversational skills that would be addressed and how might these skills be addressed across different communication modalities? Include within your answer evidence from at least one research study showing the effectiveness of multi-modality AAC training to enhance overall communicative effectiveness. Briefly discuss the subject population used, the type of training approach(es) used and at least two research study outcomes. **(IV.D.4; IV.D.5; IV.F.1)**
7. Case Study: Assume that you have a 10-year old student (B.) who is a monolingual Mainstream American English speaker. According to B.'s mother, her daughter has a tendency in conversations with others to obsess over certain topics (talk too long on the same topic). She also has difficulty responding to others when they don't understand what she is saying and try to ask her to clarify. When she is retelling a movie or story, B.'s mother also reports that her daughter tends to start the story without specifying or giving enough information about whom she is talking. As a result, it is difficult to understand to whom she is referring when she uses words like "he" and "she" in her movie/story retells. In addition, when she is talking about a certain event in a movie or

story, B. tends to end the story abruptly without talking about what happened at the end of the event or the results of that event.

- a. Name one commercially available assessment tool that you might administer to assess this child's narrative and/or conversational skills. Also describe at least one informal assessment procedure that you might use to provide additional information about the child's narrative retell and/or conversational skills. Discuss in detail how you would obtain and analyze results from the informal analysis to address the areas of concern noted by the parent **(IV.D.1)**
- b. Assume that results from your assessment confirm, as reported by the child's parents difficulties with the following: a) talking too long on the same topic during conversation, b) responding to other's questions when they don't understand what this student is talking about, c) being clear about who is involved in the story or movie that she is retelling, and d) ending stories abruptly without talking about what happened at the end of an event or as the result of an event. Write two measurable goals/objectives (one goal and one objective for two different areas of narrative weakness) that you could include as part of this child's individualized educational plan **(IV.D.2; IV.D.3)**
- c. Write out a sample lesson plan description of methods/procedures/activities and materials that you could use for each of the two above listed goals/objectives. Be sure to also include possible modeling/cueing/corrective feedback strategies for each method/procedure/activity **(IV.D.4)**